**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2.OA.1**  **The Envision Lesson: 7-5 Problem Solving: Missing or Extra Information** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Math journaling—Answer this question and show your work:  Piper collected 87 sea shells. How many more does she need to make a set of 100? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   1-No new vocabulary.  2-Review data and subtraction. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  1-20 connecting cubes (per pair)  2-Student pairs  3-Students record their work on page 211  4-Check for understanding by looking over response page and asking questions as you walk around the room. “What did you do? How do you know it’s right?” Have students explain their problem/solution to the class and/or model on the board.  5-Utilize the extend lesson  6-Utilize the link to investigations | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal-   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Utilize the visual learning animation and/or visual learning bridge  1-Guided practice (page 212)  2-Students will record their work on page 212  3-Reteach for struggling students.  4-Students attempt problem solving during independent practice. Use guided practice if needed. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  1-Students complete page 213 and 214 independently.  2-Students record their work on page 213 and 214.  3-Collect, grade, and record independent practice to evaluate for the need for reteaching.  4-Use written response to check for understanding.  5-Utilize practice master for homework. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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